**Lesson Plan Format**

**Teacher Candidate \_\_Julie Mayo\_\_\_\_\_\_\_\_\_\_ Grade Level\_\_3rd\_\_ Date of lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

3Sb.3: Recall the characteristics of an organism’s habitat that allow the organism to survive there.

3Sb.4: Explain how changes in the habitats of plants and animals affect their survival.

3E1b.7: Locate appropriate and significant information from the text, including problems and solutions.

3SSK4: Follow set rules to complete an assigned task, individually or within a group.

3SS2.b: Examine how people have used the environment to meet their needs and wants and how this has changed over time.

* Students will be able to put information they have gathered into a graphic organizer that they will use later for a formal letter.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have been studying animals and have researched several different resources they have also created a brain storming board which can be found in their three ring group writing binders. They have shown in the past that they struggle with pulling the information they have learned into a formal paper, I am hoping graphic organizers will ease this transition.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to take information they have gathered and place it into a graphic organizer that will aid in the writing process.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

The final assessment will be a written letter to a preservation of their choice. They will also have an assessment on their three ring group writing binder.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Animal Article

Books

Printed Articles

Three ring group writing binder

Computers

List of websites for the students

Cloud/Umbrella/Rain drop print outs

Concept Map print out

Elmo

Resource folder

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

The teaching model strategy used for this lesson is direct instruction. Students will be directed step by step on how to construct a graphic organizer. They will also however use inquiry to then complete a graphic organizer on their own animal!

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

I will initiate this lesson by looking at my storyboard and asking the students if they think I should just start writing my letter now. I will say well lets try it. While writing my letter I will jump around writing about anything I see within my storyboard. Talking about where pandas live in one sentence and then in the next jumping right into them being endangered. My letter will quickly become jumbled and not make much sense. I will talk to them about how important it is to have organization in their papers so that they run smoothly and go from one thing to the next.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Mini Lesson I – Main Idea Cloud. So I will talk to the students about brainstorming a main idea. I will write down three things. What do I want my reader to know, what do I want my reader to do, and how to do I want my reader to feel. As a class we will answer these questions. We will then from those questions bring them together to get the main idea. I want my reader to know that I care about my animal and I want to help. I want my reader to send me information on how I can help. I want my reader to feel thankful for people like me who want to help. From this I can get my main idea of how I can help or I want to help or I want to make a difference. The students will lead this so the final main idea will be up to them but they should be guided into the direction of helping.

Mini Lesson II – Umbrella ideas and raindrop details! From the main idea I want to show the students how to branch off into what I like to call Umbrella Ideas. So we don’t just want to write a letter that says we want to help but we need to write a letter to show them why we want to help so why do we want to help. The students will throw out ideas and we will branch these off of our main idea. These ideas should be something like “Panda Bears are endangered” “Panda Bears are important to our world” “We need Panda Bears” These should be base line ideas not anything to specific like “Panda Bears eat bamboo and we are running out”. Tell the students that we are just looking for “umbrella ideas” and we can go into more detail after we get some Umbrella ideas! After we have a nice chunk of Umbrella ideas we can move on to rain drops this is where we would get specific looking at my storyboard this is where I would want to grab quotes and key facts from my research placing them around or under my umbrella idea that they fit into. The students will start to see how I am organizing my work through my own modeling and their involvement.

Mini Lesson III – Concept Map. Using the Elmo I will show the students how the information we just collected on the board can very easily be placed into a Concept Map. I will tell them that a concept map can be used for organizing ideas that you want to later use in a paper or plan. Together we will move the information that we have organized into our Main Idea Cloud, Umbrella Ideas, and Rain Drop Details into a concept map. They will then create a main idea cloud, umbrella idea, and rain drop details on their animal on their own. Then the small groups will get together to create a team concept map.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**Students will come back together on the carpet where they will share the concept maps they have made telling the class what they plan to be the main idea of their letter.**

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Sam | Sam reads far below grade level  Sam has an IEP | Sam will be given reading material that is on his level as well as extra guidance when doing written work. |
| Sue | Sue has social issues.  Sue is on an IEP | Sue will be placed in a group where she is most comfortable or she will be given the opportunity to work alone. |
|  |  |  |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?